


**ACCESSIBILITY PLAN  
THE DUCHY SCHOOL**

**Version 1: May 2022**

<b>Date approved by Trustees of Ventrus Multi Academy Trust</b>	<b>18<sup>th</sup> May 2022</b>
<b>Review Period</b>	<b>3 yearly</b>
<b>Signed by Chair of Trustees Hugh Whittaker</b>	

## CONTENTS

<b>1. ACCESSIBILITY PLAN .....</b>	<b>3</b>
<b>2. OBJECTIVES.....</b>	<b>3</b>
<b>APPENDIX 1: A PLAN OF THE SCHOOL BUILDINGS SHOWING AREAS OF ACCESSIBILITY .....</b>	<b>5</b>
<b>APPENDIX 2: ACTION PLAN .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>APPENDIX 3: POLICY HISTORY .....</b>	<b>8</b>

## 1. ACCESSIBILITY PLAN

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#).

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the Equality Objectives of Ventrus Multi-Academy Trust ('The Trust'), which are published on the Trust's website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## 2. OBJECTIVES

The Duchy School's Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

Improve and maintain access to the physical environment of the school and/or to the curriculum and to make improvements the delivery of written communications.

Training will recognise the need to continue raising awareness for staff, Trustees and Local Governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum planning
- Health & Safety Policy
- School Improvement Planning
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

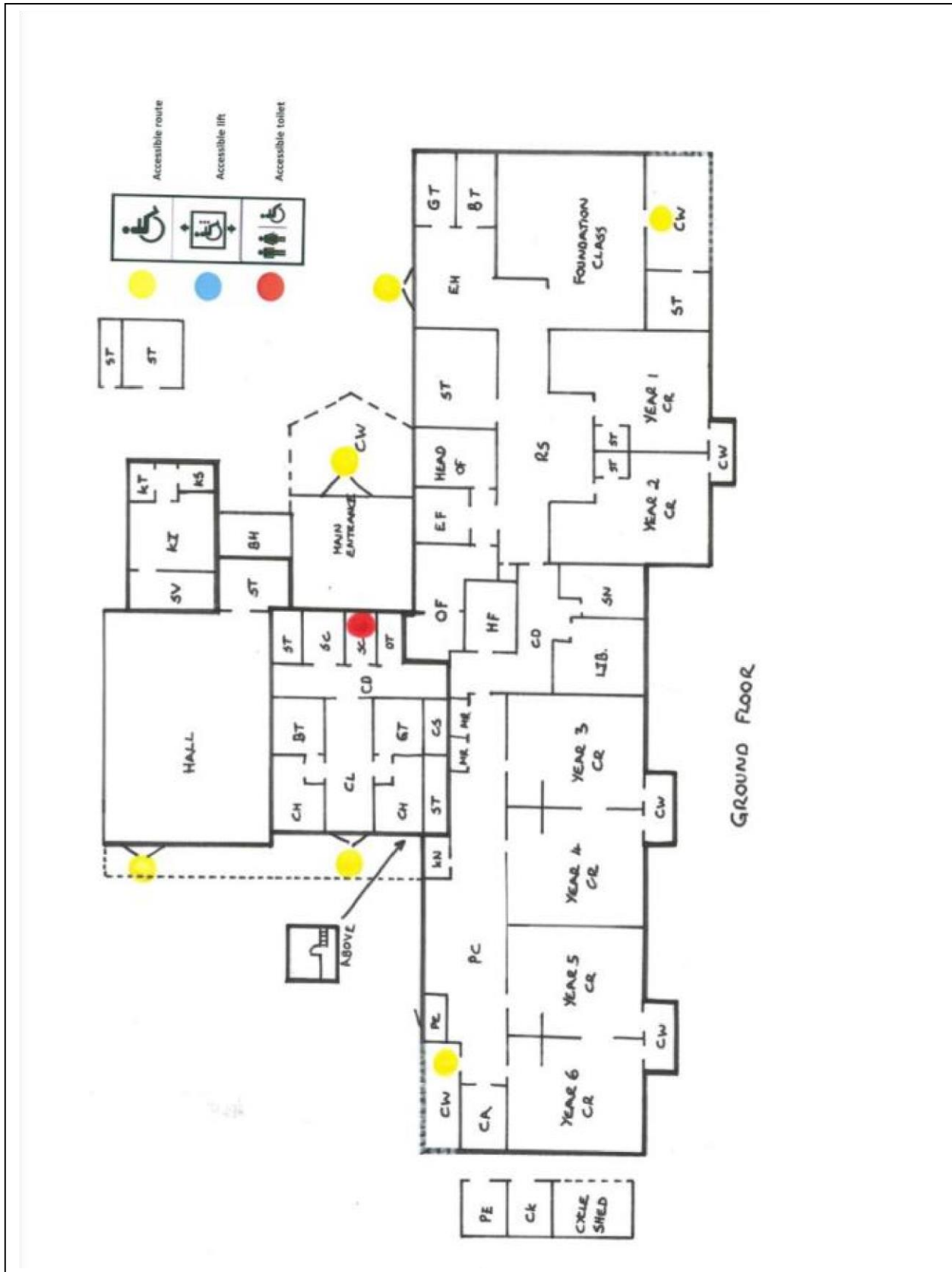
Relevant reviews and associated audits will be carried out in a timely manner in order to inform accessibility planning.

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

This document will be reviewed at least every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Board of Trustees

**APPENDIX 1: A plan of the school buildings showing areas of accessibility**



## The Duchy School - ACCESSIBILITY PLAN

### APPENDIX 2: Action plan

As part of our commitment to inclusion and equality, this plan sets out how the school intends to make reasonable adjustments (with anticipatory readiness) to ensure that pupils and adults with additional needs and/or disabilities are not directly/indirectly discriminated against at any time. Advice and support in the completion of this plan is available from the Central Team.

### Monitoring and Review

It is the Headteacher and LGB's responsibility to review this plan annually to monitor the effectiveness by:

- Ensuring sufficient resources are allocated to enable the plan to be implemented according to the agreed timescales
- Monitoring the progress of children with additional needs and disabilities, relative to the progress made by other pupils
- Provide training for staff to identify and address accessibility needs, including raising awareness of disability discrimination to support anticipatory readiness
- Assess the impact of this plan through regular review of the actions described below :

### Curriculum

Accessibility issue (or potential issue)	Measures already in place	Further actions required	Resources (cost)	Timescales	Completion date	Monitoring and Impact
Relevant resources to reflect diversity of wider community	1. Curriculum resources include examples of people with disabilities/diversity e.g. 1Decision Charanga Scheme	LGB monitor diversity is maintained and enhanced when purchasing curriculum resources	Main Annual Budget resource	Annually	Ongoing Review summer 24 Purchase for Aut 24	Resources used are representative of wider community
ICT provision to be appropriate for pupils with disabilities	2. Best practice is followed to arrange for specific software purchasing to reflect the pupil's additional needs. 3. Software/Hardware (including Immersive Reader) in use to support EAL	Review accessibility of ICT software (use of assistive technology- i.e. scanner pens/ voice recognition programs/ laptops for home-school use according to need to pupils & staff on roll).		Review Yearly	Ongoing Monitoring of IT provision termly as part of School improvement tasks Drop ins etc	ICT Strategy group Lesson Observations Pupil's IEP/ My Plans, meetings & reviews

**The Duchy School - ACCESSIBILITY PLAN**

		Specialist software to be purchased as required according to pupil need				
PSHE curriculum to demonstrate progression and promote positive attitudes	4. Comprehensive PSHE curriculum - 1Decision 5. Promotion of positive attitudes to disability 6. Assembly links to PSE	Continue to develop resources reflective of diverse community to support curriculum delivery			Annual PSE Coordinator to review as part of monitoring cycle	Pupils demonstrate a good understanding of PSE and exemplify positive attitudes and an inclusive nature.
Accessible PE Curriculum	1. Review PE curriculum to include disability accessible sports 2. Engage in disability competitions (as appropriate) 3. Fun Fit program running as needed for targeted children from each year group – linked to ‘My Plans’	Additional training for MTAs in playground games to help give disadvantaged children a greater range of structured activities at lunch times Focus on disadvantage via PE coaches	Transport to events, occasional cover and subscriptions	Annual Subscriptions	Ongoing PE Coordinator to review as part of monitoring cycle	Termly meeting with children (school council) to review the PE curriculum to ensure it best meets their needs.

**The Duchy School - ACCESSIBILITY PLAN**

<p>Breakfast/ lunchtime /after school activity participation</p>	<p>1. A range of clubs provided by school staff. 2. Competitive and non-competitive enrichment opportunities offered to disadvantaged children.</p>	<p>Discussions with School Club leaders to review 1:1 provision as need arises.</p>	<p>Costs of Clubs are unbudgeted registered at additional the beginning staffing ratios as of the terms required in the and event of a new membership is pupil needing monitored on 1:1 provision at an ongoing sports or other basis. clubs. Analysis of pupil groups</p>	<p>Ongoing Monitored termly SLT Dec 24 April 24 July 24</p>	<p>Pupils feel able to participate equally in out-of-school activities.</p>
<p>Access to trips &amp; residential</p>	<p>1. Risk assessments undertaken to identify possible actions/ reasonable adjustments. 2. Venues/Transport vetted for suitability and discussions with chosen provider to make reasonable adjustments.</p>	<p>Individual case review: bespoke alternative trip arrangements where not possible to participate.  Individual risk assessments completed</p>	<p>Utilise parents to assist with alternative provision – no additional cost.</p>	<p>Y6 have annual residential trip organised  Access arrangements (inc Diabetes/ Epilepsy)</p>	<p>Yearly All staff for all trips/visits  SLT overview</p> <p>Pupils feel able to participate in all trips &amp; residential</p>



**The Duchy School - ACCESSIBILITY PLAN**

	3. Consultation with parents.					
Access to relevant training for staff to support pupil needs	<p>1.Regular PPMs &amp; Staff Meetings identify training needs linked to individuals</p> <p>2.Updates incl SEN aspects</p> <p>3.SEND Network</p> <p>4.External specialists invited in to support – as appropriate</p> <ul style="list-style-type: none"> <li>• Trust wide CPD</li> </ul>	Focused discussion with staff at termly SBP reviews to highlight training needs.	Cost of external specialist team training	Reflects needs of school and reviewed regularly	Ongoing SENDCo/SLT to monitor CPD needs and delivery	Staff feel they have received adequate training for challenges faced. Increased staff confidence. New staff inductions to include access to required training.

**The Duchy School - ACCESSIBILITY PLAN**

<p>Identification and provision for pupils with Communication and Interaction and/or sensory challenges (may be unable to access classroom/ curriculum)</p>	<p>1. Pupil needs are communicated to all staff and provision is explained in the SBP/My Plan / Pupil Passport                  2. Professional external support received where needed &amp; incorporated in to plans                  3. Minimizing clutter and excessively colourful displays                  4. Individual workstations with fewer distractions (where appropriate)                  5. Access to sensory tools as needed                  6. Personal headphones                  7. Access to safe spaces</p>	<p>Continue to develop EY provision for pupils with enhanced needs.                  SEND Monitoring part of all School improvement activity- Book look</p> <ul style="list-style-type: none"> <li>• Learning walk</li> <li>• Lesson drop in</li> </ul>	<p>Staff CPD budget                  SLT monitoring</p>	<p>Reviewed termly</p>	<p>Ongoing                  SENDCo/SLT to monitor CPD needs and ensure provision is matched</p>	<p>Children feel supported with different strategies. Classrooms to be 'communication friendly' zones.</p>
<p>Provision in place for pupils/staff with visual learning requirements</p>	<p>8. Individual visual timetables provided as required                  9. Provide large scale copies of work as required                  10. Writing slopes</p>	<p>Ensure staff needs are reviewed regularly. Would arrange sufficient provision of resources /ICT provision as need arises.</p>	<p>Resources provided as part of EHCP as needed.</p>	<p>Reviewed on new intake basis/ recruitment</p>	<p>Ongoing                  SENDCo/SLT to monitor &amp; liaise with agencies</p>	<p>Pupil feedback &amp; progress monitoring.</p>
<p>Identification and provision for dyslexic pupils/pupils with dyspraxia</p>	<p>1. SENDCo training                  2. Resources available to support dyslexia/dyspraxia &amp; strategies to make classrooms dyslexia friendly</p>	<p>Cascade training to staff                  New toolkits/research monitored and identified                  Recommendations from dyslexia assessments incorporated in to 'My Plans'</p>	<p>As appropriate</p>	<p>Yearly</p>	<p>Ongoing                  SENDCo/SLT to monitor &amp; liaise with agencies &amp; ensure update of subscriptions</p>	<p>Children feel supported with different strategies. Classrooms to be 'dyslexia friendly'</p>

**The Duchy School - ACCESSIBILITY PLAN**

	3. Referral to Devon SpLD service as needed					
Pupils with auditory processing disorder cannot concentrate on teacher's voice	<ol style="list-style-type: none"> <li>1. Pupils' needs communicated to all staff who ensure they have eye contact</li> <li>2. Visual resources in place (e.g. Widgit)</li> <li>3. 'Now &amp; Next' cards</li> <li>4. Seating plan in place</li> <li>5. Sensory breaks</li> <li>6. Reduce background noise (use of personal headphones)</li> </ol>	Soundfield System to amplify teacher's voice (if appropriate)	Equipment (purchase/hire as appropriate)	Review according to new pupil need	Ongoing SENDCo/SLT to monitor & liaise with agencies	Pupil feedback & progress monitoring.
Progress to identify issues	<ul style="list-style-type: none"> <li>• Clear identification of relevant pupils SEND mtgs, PPMs, Provision Maps -monitor progress</li> <li>• Adaptation in lessons</li> <li>• Scaffolding</li> <li>• Meta cognition</li> <li>• Instruction</li> <li>• IT</li> <li>• Grouping</li> </ul>	Meetings between SLT, SENDCo & Teaching team			Ongoing SENDCo/SLT to monitor & liaise with agencies	Closing the gap. School data reflects good provision.

**The Duchy School - ACCESSIBILITY PLAN**

Accurate monitoring of interventions and provision	<ul style="list-style-type: none"> <li>• Clear intervention pathway</li> <li>• Termly review of targets with interim checks</li> </ul>	Regular Monitoring		Ongoing	Ongoing SENDCo/SLT monitor	Interventions support to children in closing the gap
--	--	--------------------	--	---------	----------------------------	--

**Physical Environment**

Accessibility issue (or potential issue)	Measures already in place	Further actions required	Resources (cost)	Timescales	Completion date	Monitoring and Impact
Member of staff / visitor with mobility needs requires adapted / disabled toilets	<ol style="list-style-type: none"> <li>1. Disabled toilet available</li> <li>2. Disabled toilet alarm regularly checked</li> <li>3. Disabled toilets kept free from clutter and access to them kept clear</li> </ol>	Regular inspection of disabled toilet alarm Site check to include disabled access		Ongoing	Ongoing Picked up through H&S walks Staff to raise access issues	Accessibility Audit Termly premises checklists

**The Duchy School - ACCESSIBILITY PLAN**

Specific access needs	<p>1. Plans for individual pupils/ staff/ governors/ visitors as required</p> <p>2. Accessible car parking</p> <p>3. Wheelchair access onto site / disabled car parking space available</p> <p>4. PEEPs in place for pupils/staff as appropriate</p> <p>5. External pathways clear, safe and signposted</p> <p>6. Parental meetings can be arranged in an alternative space or via TEAMS</p> <p>7. Access audit completed annually</p>	<p>1. PEEPs to be regularly reviewed (at least annually)</p> <p>2. Signage of evacuation procedures reviewed and improved – consider bilingual requirements for</p> <p>EAL pupils</p> <ul style="list-style-type: none"> <li>• Termly (min)</li> </ul>		Ongoing	<p>Ongoing</p> <p>All staff to monitor needs and link with SENDCo</p>	<p>Access audit</p> <p>Termly classroom checklists completed</p> <p>Termly H&amp;S inspections</p> <p>Annual H&amp;S preaudits completed</p>
Access and safety on site for parents/ visitors with visual impairments	<p>1. Level access to office areas</p> <p>2. Sufficient exterior lighting &amp; regularly checked</p>	<p>Review that external lighting has sufficient power and coverage, including during out of hours times (e.g. school performances/ parents' evenings).</p>		Ongoing	<p>Ongoing</p> <p>HT link to H&amp;S governor – termly report to governors</p>	<p>Access audit</p> <p>H&amp;S walkaround</p> <p>RA008- Fire Risk assessment</p> <p>Fire Evacuation Plan</p>

## The Duchy School - ACCESSIBILITY PLAN

Safety for pupils with disabilities	1. Regular fire drills 2. Sufficient exterior lighting & regularly checked			Ongoing	Ongoing HT link to H&S governor - termly report to governors	Termly premises checklists
-------------------------------------	---	--	--	---------	---	----------------------------

## Information and Communication

Accessibility issue (or potential issue)	Measures already in place	Further actions required	Resources (cost)	Timescales	Completion date	Monitoring and Impact
Pupils with developmental delay may not be able to read key signs and labels	1. Signs using common and simple language				Ongoing Audit of environment - termly (SLT)	Accessibility audit
Languages other than English to be visible	1. Translation of pupil reports as needed 2. Emails/SMS translated (Google translate) 3. Key signs in languages for EAL pupils (as needed/required) 4. Interpreter / sign language / EAL specialist teams used to support new	Review signage / language needs when new pupils arrive and require	Interpreter / specialist team support costs as required	Ongoing	Ongoing Audit of environment - termly (SLT) Audit of EAL children's needs using DCC framework documents (termly)	Accessibility audit

**The Duchy School - ACCESSIBILITY PLAN**

	starters/ Y6 tests (as required).					
Parents with reading difficulties unable to read letters from school	<p>1. Letters and emails written in simple English as much as possible</p> <p>2. Translations of letters made available for EAL children (as required)</p>	Follow-up phone calls to parents known to have reading difficulties	None	Ongoing	<p>Ongoing</p> <p>Admin team SLT Staff to consider communication</p> <p>Annual response in parent survey</p>	Parent survey
Ease of access to inhalers for pupils with diagnosis of asthma and/or specific allergies	<p>1. Class yellow medical needs boxes consistent across school</p> <p>2. Class teachers know which pupils are affected and have up-to-date inhalers stored in classrooms.</p> <p>3. Epi-Pens kept in medical boxes. Expiry dates reviewed annually.</p> <p>4. Staff trained regularly.</p>	Medical handover notes to be provided to teachers and supporting adults working in class at the start of the new academic year. Unit leaders also to be informed of needs in each class to alert supply teachers.		Ongoing	Ongoing	<p>Accessibility audit</p> <p>Medical list reviewed September and admin update as necessary.</p> <p>Teachers aware of all individuals' medical needs.</p>

**The Duchy School - ACCESSIBILITY PLAN**

	5. Medical prompt cards for specific pupils with need 6. Spare EpiPen and inhalers held in main office					
--	---	--	--	--	--	--



## THE DUCHY SCHOOL - ACCESSIBILITY PLAN

### APPENDIX 3: POLICY HISTORY

Version / Date	Summary of Change	Review Date	Lead Author
080621	Amendments made to include hyperlinks to schedule 10 of the Equality Act 2010 and the accompanying DfE guidance	June 2021	C Greenhall
080621	Linked policies updated to reflect current policy structure	June 2021	C Greenhall
080621	Changes made to paragraph re equality objectives to reflect that these are set by Trustees rather than school LGB's	June 2021	C Greenhall
080621	The arrangements for reviewing this policy set as every 3 years and by the Board of Trustees	June 2021	C Greenhall
080621	Reviewed by SEND Network – Autumn 2021	Autumn 2021	F Brinicombe